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As has already appeared the method is not novel but is based upon rather elementary principles of pedagogy. My only defense for mentioning it is the fact that I have never heard any one explain how it works when applied in Latin. Accordingly I have inferred that other teachers might like to know my actual experience with it.

Its disadvantages are few. It certainly does use up time. The more it is employed, however, the less time it takes. It is exasperating for a teacher to sit quiet while his class wrestles over a usage that he could explain in a moment, but I am convinced that in general the results justify his remaining still. Of course in such cases I attempt to use discretion. The bashful students suffer somewhat, but as a rule they gain courage and learn to forget themselves. Rarely—in fact very rarely—pupils lose their tempers or become discourteous to one another. Here again, however, long practice in discussion eliminates the faults it brings to light. Boys often shrink from criticising girls (I have never known the opposite to be true), but they usually overcome this diffidence and the (possibly reprehensible) desire to 'show up' some exasperatingly bright member of the other sex quickly leads to sharp thrusts and ripostes. Finally it is undeniable that the accelerator of the method with its beneficent rivalry is not eagerness to learn Latin but a desire for marks. Although I must admit this is a low motive, I can not see that under the old plan any higher ideal was dominant.

On the other hand this mode of conducting recitations enables me to discover exactly what my pupils really know; and I should not advise a teacher who shrinks from facing soul-sickening truths to adopt it. I have been sometimes appalled at the unguessed depths of ignorance revealed by an argument between two students. The heightened interest is another decided advantage. To be sure, interest is not by any means always at fever heat, but it is constantly higher than it was. I do not know the explanation, but it is a fact that more students will listen—I mean really listen—to a class-mate explaining something to another than will listen to a teacher. Moreover, the plan tends to make pupils study more carefully and more regularly. A girl who is in the habit of preparing only two out of three lessons is more easily detected and, although many members of the class still take an occasional day's vacation, the number is appreciably less. No student likes to have his ignorance exposed by a class-mate. If a teacher does it, it can be borne with resignation, but at the hands of a fellow-student it is an humiliating experience to be avoided at all costs. I have known boys to spend an extra hour upon a Vergil lesson in order to render themselves invulnerable, and others to work similarly that they may bring about the downfall of a rival or get revenge for the mortification of a previous recitation. It is hardly necessary to say that what is learned in this manner is better learned. Further, I have found, that aside

from any increased knowledge of Latin, the method has been worth while in developing the pupil's personality, in breaking the ice between the sexes, and in training certain capabilities that will probably be useful in after life. Ordinary class-room practice—and I am as guilty as any one—in itself trains for nothing I know of unless it be the penitentiary. But that has been said ages since.

In conclusion, I may note that with all classes the plan is not equally successful. It always works, but some classes—for example, the present one—never carry it out so fully as others. All of them tend to lean on the teacher in a most discouraging way. The helplessness that is commonly manifest when they are thrown on their own resources hardly bodes well for independent action in after life.

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REVIEWS

Livy, The Second Punic War: Book XXI and Selections from Books XXII–XXX. Edited by James C. Egbert. New York: The Macmillan Company (1913). Pp. xvii + 306. 60 cents.

From the general editor of a series one naturally expects a volume exhibiting in a notable degree the characteristic features of that series. This is the case with Professor Egbert's Livy. We find the conservative standard text, the brief but accurate and useful Notes and Introduction, and the low price. Livy's position as the Latin author most popular with freshmen should be strengthened by the appearance of this edition. Professor Dennison had already (1908) published in this series his edition of Book I and Selections from Books II–X, so that all the portions of Livy usually read are now available in this series. No set of selections will suit every one, but I for one am satisfied with Professor Egbert's choice. He gives Book XXI in full; XXII, 1–7 (Trasumene Lake) and 39–52 (Cannae); XXVI, 1–15 (Siege of Capua); XXVII, 40–51 (Metaurus); XXX, 29–37 (Zama). Thus the most striking episodes in the Second Punic War are included.

The text is in general that of Weissenborn-Müller. For my own part, I should like to see a text of Livy based on a new examination of the MSS, but such a thing is not to be looked for in an edition of this sort, and Professor Egbert's text is as satisfactory as any. Of course every teacher of Livy will have his own pet emendations, but a standard text has one merit not always found in texts based largely on conjectures—it can be translated. In 21. 43. 4 I should have preferred to retain *habentibus* and the second *Padus* with P, and in a few other cases I should have chosen other readings, but no serious objections to the text occur to me. I have noted only a few typographical errors in the text.

No claim of originality is made for the material of Introduction and Notes. For all that, every reader will find in both much that is valuable and suggestive. The short Introduction (9 pages) suffers somewhat from the severe repression that is characteristic of the series. It would have been more readable if expanded. One misses, for instance, a comprehensive statement of Livy's method of handling his sources and of his critical principles in general. For this one must go to the Notes. The Introduction contains brief statements regarding Livy's life and works, the scope of his history, his sources, his qualities as an historian, the relations of Rome and Carthage before 218, the chief MSS and editions, and a brief bibliography. A few points may be noted. The term "ethical . . . history" (p. xiii) may not be perfectly intelligible to the average freshman. The statement (xiv) that Livy's "Patavinitas" may be "his style in general or . . . his use of provincialisms or his generally unrestrained and enthusiastic way of speaking" does not help much. The statement (xiv) that "In the early books Livy shows the influence of the annalistic records from which he drew his information", while perfectly true, would mean more to the student if he were informed of the characteristics of those records. If *Codex Puteanus* deserves to have its library number recorded, so do *Colbertinus* and *Mediceus*, but this omission is found also in books where it will do much more harm than here. The sections on language and style, familiar from most Introductions, are wanting here, but these can be easily spared. In general, however, I believe that Professor Dennison's introduction will be more useful.

The Notes in general are, in my judgment, excellent. There are frequent comments on Livy's sources and his use of them, and no one who uses this edition will form too high an opinion of Livy's value as an historian. A few specimens will suffice. On 21. 2. 7 we read: "This provision is not given by Polybius and the statement is unreliable. It may have been added by some writer of a pro-Roman spirit, for it justifies the Roman action as to Saguntum". On 21. 49. 2 we have: "We must not, however, expect exact geographical designations in Livy". Compare also the note on 21. 56. 1: "a contemptible assignment of the rout to the Gauls" (at the battle of the Trebia). As an historian, I am ready to admit the justice of these criticisms; as a teacher, I should be glad to see more emphasis placed on Livy's undoubted merits as an historian. Many of the notes are stylistic and here full recognition is given to Livy's good qualities. These notes are in general the most valuable of all. They give the student the information he needs to interpret the passage. The editor has not hesitated to supply unfamiliar or striking meanings of words, and in this he has my full approval. Grammatical notes are fairly numerous, references fewer. Five Latin grammars are referred to in theory, but, in a hasty count, I have noted only 17 references to Bennett,

15 to Hale-Buck, and one to Harkness. Allen and Greenough and especially Gildersleeve and Lodge are more often used. The few references after Book 22 seem exclusively to these two. Certain grammatical terms, though of great value when mastered, need further explanation. Such are e.g. "enumerative asyndeton", used in the Note on 21. 43. 14 and elsewhere (compare the note on 21. 4. 6); "summative asyndeton", 21. 10. 7; "incomplete" and "complete coextension" for clauses with *dum*, 21. 7. 1, 21. 25. 11; "plural of instances", 21. 30. 5; "subjunctive of indefinite repetition", 22. 2. 5. The reference to the local use of *ab*, 21. 11. 10, needs further explanation. The term "local ablative" is applied to constructions as far apart as *caelo* (22. 1. 9), *campo* (22. 4. 6) and *ripa* (27. 47. 10). A reference to the frequent use of the Greek accusative by Vergil might have been added to the note on 21. 7. 10, and a reference to De Senectute 49 to the note on *emeritis stipendiis* (21. 43. 9). The utility of the term *epanorthosis* (used in the note on 21. 44. 7) is doubtful. It is not quite exact to say that "*quo* is for *ut*" (22. 3. 5), or, to say, as is said in the note on 27. 47. 4, that "distributives are used with nouns regularly in the plural (*pluralia tantum*)". The reference to Dimsdale on page 270 would be more useful if title and page were given (but compare the Preface). Some additional notes would be of value, e.g. on *cum ipsis dominis* in 21. 43. 7; so too would a map or fuller description on 26. 10. 1 and 30. 29. 1. A map of Italy would be of service; so too would be an index of maps. On certain points there is room for difference of opinion. The argument of Wilkinson (Hannibal's March through the Alps, Oxford, 1911) for the Col du Clapier is worth attention. Professor Egbert puts the battlefield of Cannae on the left bank: I should myself, for reasons which it would take too long to state, prefer to follow Polybius and put it on the right bank.

I have noted a few misprints. Yet these are minor matters, and do not impair the value of this very useful edition, on which the editor and the publishers are to be congratulated.

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EVAN T. SAGE.

When The Fates Decree. A Classical Play in English dealing with the Dido Episode. By Grant N. Code, 1914, Peabody High School, Pittsburgh, Pa. Published by the author, 50 cents.

It remained for a student in one of the Vergil classes in the Peabody High School, Pittsburgh, to write a twenty-page play in English, dealing with the Dido episode, which bids fair to become one of the most popular of the several school plays based upon Vergil's epic. When The Fates Decree was written expressly for the annual Class Night exercises and was performed with great success at one of the largest theaters in the city before an enthusiastic audience, which was unstinted in its praise. The play possesses dramatic unity and dignity of diction, combined with chants